



# The Implementation of Collaborative Writing to Develop the Ability to Write Hortatory Exposition Text at Senior High School

Fatonatul Hasanah<sup>1</sup>, Jaftiyatur Rohaniyah<sup>2</sup>, Ina Daril Hanna<sup>3</sup>

<sup>1,2,3</sup>Ilmu Pendidikan, Universitas Islam Madura, Pamekasan, Jawa Timur

Article Info	Abstract
<p><b>Received:</b> 2026-04-11 <b>Revised:</b> 2026-05-12 <b>Accepted:</b> 2026-05-16</p> <p><b>Keywords:</b> Implementation; Collaborative Writing; Hortatory exposition text (Alphabetical)</p> <p><b>DOI:</b> 10.24256/ideas.v14i1.10177</p> <p><b>Corresponding Author:</b> Fatonatul Hasanah <a href="mailto:hasanahfatonatul@gmail.com">hasanahfatonatul@gmail.com</a> Ilmu Pendidikan, Universitas Islam Madura, Pamekasan, Jawa Timur</p>	<p><i>This study was prompted by the low level of proficiency among students in writing hortatory exposition texts, particularly in organizing ideas, constructing logical arguments, and using appropriate grammar and vocabulary. The aim of this study is to describe the implementation of collaborative writing in the teaching of hortatory exposition texts, to identify the challenges faced by teachers and students, and to analyse students' responses to the application of this method at SMAN 4 Pamekasan. This study employs a qualitative approach using a case study design. Data sources were obtained from Year 11 teachers and students through observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and drawing conclusions using triangulation techniques to ensure data validity. The results of the study indicate that the implementation of collaborative writing was carried out through several stages, namely planning, drafting, revision, editing, and finalization in groups. This method proved capable of improving the quality of students' writing in terms of text structure, idea development, and linguistic accuracy. Furthermore, collaborative writing also encourages active interaction, boosts learning motivation, and helps students to construct stronger arguments through discussion and peer feedback. However, there were several challenges, such as differences in students' abilities and uneven participation within groups. Overall, the study.</i></p>

## 1. Introduction

Writing is one of the key skills in English language learning, particularly in the context of English as a Foreign Language (EFL). Writing not only involves the ability to express ideas, but also requires critical thinking skills, a grasp of text structure, and the correct use of grammar. One type of text taught at upper secondary school level is the hortatory exposition text, which aims to convey an opinion, construct a logical argument, and influence the reader through specific recommendations. However, empirically, many students experience difficulties in writing this text, particularly in organizing ideas systematically, developing strong arguments, and using appropriate vocabulary and language structures. This situation indicates a real problem in writing instruction that still requires serious attention.

Furthermore, the continued use of a teacher-centered approach to learning exacerbates this situation. Pupils tend to be passive and have few opportunities to discuss, exchange ideas, and provide feedback to one another. Consequently, the writing learning process becomes less interactive and fails to accommodate pupils' diverse learning needs. Therefore, more collaborative and participatory learning strategies are required to optimally improve pupils' writing skills. Several recent studies have examined various approaches to writing instruction, such as Problem-Based Learning (PBL) and Project-Based Learning (PjBL).

Research by Hasanah, Unsa (2025) indicates that the implementation of PBL can enhance students' ability to write hortatory exposition texts through the strengthening of critical thinking and problem-solving skills. Furthermore, research by Yuniar & Nurhasanah (2022) found that a problem-based approach can improve students' collaboration skills and their ability to construct arguments. Another study by Mulyadi & Ratnaningsih (2022) also demonstrated that PBL can increase student engagement in the learning process as well as their learning outcomes.

Nevertheless, these studies tend to treat collaboration as part of a broader approach and focus on the final learning outcomes rather than on the writing process itself. Collaborative writing is often merely a supporting component within these learning models and has therefore not been examined in depth as a primary strategy in writing instruction. Furthermore, most studies place greater emphasis on improving learning outcomes or critical thinking skills, without exploring in detail the dynamics of student interaction during the writing process.

Based on this review, there is a gap between previous research and current research needs. Empirically, there is still a limited amount of research that specifically examines collaborative writing as the primary method for improving the ability to write hortatory exposition texts, particularly in the context of EFL at secondary school level. Theoretically, studies on the processes of interaction, negotiation of meaning, and feedback mechanisms among students in collaborative writing have also not yet been explored in depth.

Therefore, this study aims to address this gap by focusing on the collaborative process in writing activities. Based on this gap, the research questions in this study are: (1) how collaborative writing is implemented in the teaching of hortatory exposition writing at SMAN 4 Pamekasan, (2) what challenges teachers and pupils face in its implementation, and (3) how pupils respond to the use of collaborative writing. The objectives of this study are to describe the implementation of collaborative writing, identify the challenges faced, and analyse pupils' responses to this method.

The novelty of this study lies in its focus on collaborative writing as the primary learning strategy and its emphasis on the process of social interaction among students in producing hortatory exposition texts, rather than solely on the final written product. Thus, this study is expected to make a new contribution to the development of more effective and collaborative writing learning strategies.

## **2. Method**

This study employs a qualitative approach using a case study design. This design was chosen because the research focuses on gaining an in-depth understanding of the process of implementing collaborative writing in the teaching of hortatory exposition texts. A qualitative approach is appropriate as it yields descriptive data in the form of words, not numbers Sugiyono (2013). A case study allows the researcher to explore phenomena contextually, particularly regarding student interactions, group dynamics, and the teacher's role in the classroom learning process (Yin, 2018) With this approach, the research focuses not only on the final outcome of the students' writing, but also on the collaborative process that takes place during the writing activity.

The subjects of this study were Year 11 students at SMAN 4 Pamekasan who took part in lessons on writing hortatory exposition texts using the collaborative writing method. The subjects were selected using a purposive sampling technique, taking into account their direct involvement in collaborative writing activities and their relevance to the research objectives Sugiyono (2013). The data collection methods used in this study included observation, interviews and documentation.

Observations were carried out to directly observe the learning process, interactions between pupils, and the implementation of the collaborative writing stages in the classroom. In this study, observations were conducted as non-participant observations Sugiyono (2013). In-depth interviews were conducted with several pupils to gather information about their experiences, challenges and responses to the use of this method. The interviews were semi-structured Sugiyono (2013).

Meanwhile, documentation was used to collect supporting data such as pupils' written work, lesson notes and photographs of activities Sugiyono (2013) The research instruments were developed in the form of observation and interview guidelines based on the indicators of collaborative writing theory, ensuring that the

data obtained was more focused and relevant to the research focus.

The data analysis technique employed was qualitative data analysis, comprising three stages: data reduction, data presentation, and drawing conclusions Sugiyono (2013). Data reduction was carried out by sorting and simplifying the data obtained from the field to ensure it aligned with the research focus. Subsequently, the data was presented in the form of narrative descriptions to facilitate understanding of the research findings. The final stage involved drawing conclusions, which was carried out gradually and continuously throughout the research process.

To ensure the validity of the data, this study employed triangulation of sources, methods and time Sugiyono (2013). Source triangulation was carried out by comparing data from pupils, teachers and documents. Methodological triangulation was carried out by comparing the results of observations, interviews and documentation. Meanwhile, temporal triangulation was carried out by collecting data at different times to ensure data consistency.

### 3. Result

Table 1 Implementation of Collaborative Writing in Learning Hortatory Exposition  
This is the Way You Write the Subheadings

According to Rokhaniyah, n.d. (2022) Based on the results of observations and interviews, the implementation of collaborative writing was carried out through the following stages:

Stage	Activities	Findings
Planning	Students discuss topic and brainstorm ideas	Students actively generate ideas and participate in discussion
Drafting	Students write collaboratively and share roles	Students feel supported and can solve difficulties together
Revising	Students review and improve their text	Arguments become clearer and more structured
Editing	Students correct grammar and vocabulary	Students improve their language accuracy
Finalizing	Students complete and submit final text	Writing becomes more organized and complete

As shown in Table 1, each stage of collaborative writing contributes to the improvement of students' writing skills. During the planning stage, students find it easier to compose texts thanks to the use of collaborative writing methods, enabling them to be more active and to generate ideas more readily. Furthermore, during the drafting stage, students write in groups through discussion, allowing

them to overcome difficulties together. During the revision stage, students refine the content of the text to make it more structured and clearer. Then, during the editing stage, students help each other improve grammar and vocabulary, thereby enhancing their language skills. Finally, during the finalization stage, students compile the final text and collate the results, ensuring the resulting text is more polished and systematic.

Based on the interview results, several students stated that they found it easier to start writing when working in groups. One student remarked that it was easier to come up with ideas when discussing with friends. Furthermore, during the drafting stage, students also felt supported as they were able to share roles and help one another when encountering difficulties in writing. During the revising and editing stages, interaction between students appeared to become increasingly active, particularly in improving sentence structure and grammar usage.

This was further supported by the interview results, in which students stated that they frequently corrected each other’s grammatical errors. Thus, these findings indicate that collaborative writing not only improves the quality of writing but also enhances students’ learning process through social interaction.

Table 2 Obstacles in the Implementation of Collaborative Writing,

Types of Obstacles	Description	Impact
Student-related obstacles	Some students were less active in group discussions and differences in language ability were observed	Unequal participation and dominance of certain students in the group
Teacher-related obstacles	The teacher found it difficult to monitor all groups simultaneously	The learning process was not optimally supervised
Technical obstacles	Large class size and limited time allocation	Not all stages of collaborative writing could be implemented effectively

Based on Table 2, the obstacles in the implementation of collaborative writing originate from students, teachers, and technical factors. Student-related obstacles are reflected in unequal participation within groups, while teacher-related obstacles are associated with difficulties in monitoring all groups simultaneously. In addition, limitations in time and large class sizes also affect the effectiveness of this method.

However, these challenges can be addressed through appropriate instructional strategies. In the table above, the researcher found the obstacles which is similar with the research finding of Aprillia, Sari, D. P., & Putra, (2024)

The interview results also revealed that the imbalance in participation arose because some pupils lacked confidence in their English language skills. One pupil stated that only the more academically able pupils actively spoke during discussions. Furthermore, the teacher also revealed that the difficulty in monitoring the entire group posed a particular challenge, especially when the class size was quite large. Time constraints also meant that not all stages of collaborative writing could be carried out to the full. This indicates that although collaborative writing has many benefits, its implementation still requires effective classroom management strategies to ensure that all students can participate optimally.

Table 3 student responses to the use of collaborative writing based on the interview result, most students responded positively to the use of collaborative writing

Aspects	Findings	Impact
Learning motivation	Students feel more interested and motivated during learning	Learning becomes more engaging
Idea development	Students can share and discuss ideas with peers	Easier to generate and develop ideas
Confidence	Students feel more confident in writing	Reduced anxiety in writing tasks
Writing skills	Improvement in text structure, argumentation, and grammar	Better quality of writing
Classroom interaction	Students actively participate in discussions	More interactive learning environment

Table 3 shows that pupils responded positively to the implementation of collaborative writing. Pupils became more motivated and active in the learning process. Furthermore, pupils found it easier to develop ideas through group discussions and felt more confident in their writing. The research findings also indicate an improvement in writing skills, particularly in text structure, argument development and language use. Overall, collaborative writing creates a more interactive and supportive learning environment. In this case, this is also similar with the research result from Kessler, Gs Bikowski, D., & Boggs, (2022) that students response feel more interested and motivated during learning by using collaborative writing.

Based on the interview results, most students responded positively to the use of collaborative writing. Students stated that learning became more engaging and less tedious because they were able to discuss ideas with their peers. One student remarked that group work made them more enthusiastic about writing. Furthermore, students also found it easier to develop ideas as they could exchange thoughts with their group members. Some students also mentioned that they became more confident because they received support from their groupmates. These findings indicate that collaborative writing not only improves writing skills but also boosts students' motivation and self-confidence in the learning process.



Figure. 1: every group of students make hortatory texts



figure. 2: interview student about the response using collaborative writing

#### **4. Discussion**

##### *The Implementation of Collaborative Writing in Teaching Hortatory Exposition Text at SMAN 4 Pamekasan Subheading Level 2*

Based on the results of observations, interviews, and documentation, the implementation of collaborative writing in hortatory exposition text learning at SMAN 4 Pamekasan was carried out through several systematic stages, namely pre-writing, drafting, revising, editing, and finalising.

In the pre-writing stage, the teacher divides the students into small groups of 3–4 students. Each group is asked to discuss a specific issue relevant to the students' lives, such as education, the environment, or social media. This discussion helps students determine their thesis statement and develop an argument framework. At this stage, it is evident that collaborative writing encourages students to exchange ideas and build a common understanding before they start writing. This finding is in line with Zaid, (2011) who states that pre-writing

activities such as brainstorming and group discussion significantly help EFL students generate ideas and organise their thoughts before starting the writing process, which leads to better writing performance.

The drafting stage shows the division of roles within the group, such as lead writer, idea developer, and initial editor. This division helps reduce confusion and increases the responsibility of each member. Students begin to compose the thesis, arguments, and recommendations in accordance with the structure of hortatory exposition text. The interactions that occur during this process reveal negotiations of meaning and discussions of grammar, which indirectly increase students' linguistic awareness.

This finding is supported by Hyland, n.d.(2020)who states that effective second language writing requires not only the generation of ideas but also the ability to organize them into a clear and coherent text structure. In this context, the use of collaborative writing helps students construct their arguments systematically according to the generic structure of hortatory exposition text. This also indicates that collaborative writing facilitates students in understanding text organization more effectively through shared knowledge and discussion. This finding is in line with Neomy, (2013), who emphasizes that collaborative writing involves meaningful interaction, role distribution, and joint decision-making among learners. Such interaction allows students to negotiate meaning, share responsibility, and actively participate in constructing the text together.

In the revising and editing stage, students review their writing together. They improve the coherence between paragraphs, strengthen arguments with more logical reasoning, and pay attention to the use of modal verbs such as should, must, and must. This stage is important because students focus not only on content but also on linguistic aspects such as grammar, vocabulary, and punctuation. These findings are consistent with(Zhang & Hyland, n.d.) who argue that peer feedback plays a significant role in engaging students in the writing process, particularly during the revising and editing stages.

Through peer feedback, students can identify weaknesses in their writing, improve coherence and organization, and enhance their grammatical accuracy. This process also encourages students to become more critical and reflective in evaluating both their own and others' writing. These findings are also supported by Elola et al., (2010), who state that collaborative writing activities can help students develop better linguistic awareness, particularly in terms of grammar, vocabulary and writing conventions. Through group interaction and discussion, students can identify linguistic patterns, correct errors and improve the overall quality of their writing. The finalizing stage shows that the group's writing is more structured and systematic than the previous individual writing.

This proves that collaborative writing not only improves the quality of the writing product but also enriches the students' learning process through social interaction. Thus, the implementation of collaborative writing in Grade XI is

effective because it creates a more active. These findings are consistent with those Li & Zhang, (2021) who state that collaborative writing involves interaction between students, negotiation of meaning, and the joint composition of texts. Through this collaborative process, students not only share ideas but also engage in problem-solving and support one another, thereby contributing to an improvement in the quality of their written work as well as the development of their language skills.

### *The Obstacles Faced by Teachers and Students in Applying Collaborative Writing*

Although the implementation of collaborative writing showed positive results, several obstacles were encountered during the learning process.

First, there was an imbalance in participation within the groups. Some students with better English skills tended to be more dominant, while students who were less confident became passive. This meant that contributions within the groups were not always balanced.

Second, differences in linguistic ability among students posed a challenge. Students with limited vocabulary and grammar skills took longer to understand the structure of hortatory exposition texts. This condition is in line with Hyland, n.d.(2019), who states that differences in linguistic competence significantly affect students' ability to produce and organize texts effectively in second language writing. This suggests that students with lower proficiency require more support in understanding text structure and language use.

Thirdly, time management is also an obstacle. The process of discussion, negotiation of ideas, and joint revision require more time than the individual writing method.

However, teachers overcome these obstacles by:

1. Assign clear roles within the group
2. Conduct active monitoring during the discussion
3. Providing scaffolding and examples of hortatory exposition structures
4. Motivating all members to participate actively

With this strategy, obstacles that arise can be minimised and the collaborative writing process can continue to run effectively. These findings are in line with Anggraeni et al. (2025), who identify that students face various challenges in collaborative writing, including cognitive, social, logistical and organizational, as well as linguistic challenges. These challenges involve unequal participation, differences in language proficiency, and difficulties in managing time and group coordination.

### *Students' Responses toward the Implementation of Collaborative Writing*

According to Jamhar et al. (2020) Based on the interview results, most students responded positively to the implementation of collaborative writing. They found it easier to develop ideas because they could discuss and share opinions with their friends.

The students also stated that working in groups made them:

1. More confident in writing
2. Better understanding of the structure of hortatory exposition
3. More motivated to complete tasks
4. More aware of grammar mistakes through peer correction

In addition, the classroom atmosphere became livelier and more interactive compared to individual learning. Students who were previously passive began to dare to express their opinions because they felt supported by their group.

In terms of writing results, there was an improvement in:

1. Clarity of thesis statement
2. Strength and logic of argumentation
3. Appropriateness of structure (thesis–arguments–recommendation)
4. Use of modal verbs and connective words

This indicates that collaborative writing not only has an impact on cognitive aspects, but also on students' affective and social aspects. These findings are consistent with those of Li (2017), who state that dynamic interactions in collaborative writing enable students to share ideas, negotiate meaning and support one another, thereby enhancing engagement and the quality of their written work.

### **5. Conclusion**

Overall, the results of this study indicate that collaborative writing is an effective strategy for developing the ability to write hortatory exposition texts in Year 11 students at SMAN 4 Pamekasan.

This finding is in line with social constructivism theory, which states that knowledge is constructed through social interaction. Through discussion and negotiation of meaning, students can deepen their understanding of text structure and language use.

to the individual writing approach, collaborative writing provides more space for students to think critically, share ideas, and correct mistakes collectively. This process makes learning more meaningful because students not only produce written work, but also experience a reflective and collaborative learning process. Thus, it can be concluded that the implementation of collaborative writing

contributes positively to improving the quality of hortatory exposition writing and creates a more active and participatory learning environment.

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